

**AN ANALYSIS OF STAFF DEVELOPMENT IN THE
LEJWELEPUTSWA AREA**

By

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DECLARATION

I hereby declare that:

AN ANALYSIS OF STAFF DEVELOPMENT IN THE LEJWELEPUTSWA AREA

is my own research work, that all sources used or quoted have been indicated and acknowledged by means of complete references, and that the dissertation was not previously submitted by me for a degree at any other university.



THOBI DESMOND LEPONO

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DEDICATION

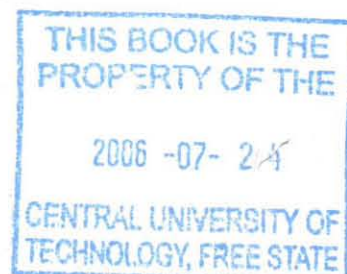
This dissertation is dedicated to:

- My father, Jonas Tefo Thobi, for his motivation, constant support and fatherly advice. Without his encouragement this dissertation would not have been possible.
- My late mother, Alida Vrou Thobi, whose overwhelming joy, immense pride and unconditional love for all of us, her children, inspired me. She would be very proud of me.

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Staff development may be necessary in order to improve the performance of educators and the quality of learning of learners. The purpose of this study was therefore to determine the current state of staff development in secondary schools. The study sought to examine the kind of programmes, methods and procedures used in carrying out and improving the development of educators and make recommendations on how staff development could possibly be executed in secondary schools.

The qualitative research approach is used in this study as it seeks to represent reality from the perspective of the respondent, without interfering with or biasing that perspective, in their own words and using their own concepts. The findings of this study reveal that most secondary schools do not have a policy for staff development and that there are not enough opportunities for the development of staff in those schools. It was also found that staff development is not evaluated in schools, even in those schools that do offer some opportunities. This indicates that staff development is not given enough priority in most schools. It is recommended that a policy for staff development be formulated and that those in management should know how staff development should be planned, organised, implemented and evaluated in secondary schools. Relevant staff development activities should therefore be designed in these schools in order to enhance the knowledge, skills and attitudes of educators so that they may, in turn, improve the learning of learners.

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CHAPTER 1

INTRODUCTION

1.1 ORIENTATION

Staff development is a way to improve the quality of educative teaching in schools. This important task is often being overlooked by educational leaders. It has not gained priority as the primary process through which individual, as well as organisational growth, can reach full potential over time (Jerling, 1996:3).

The technological explosion during recent years has laid extra responsibility on the shoulders of educators. Educators in all learning areas need to stay abreast of new developments to meet the demands placed upon the school by the economy and the society. It has therefore become essential that development opportunities are made available to educators. The retraining of educators, as well as their further development are matters which should be given high priority (Buchel, 1995:121).

Although educators undergo professional training at universities and universities of technology, many soon realise that the training programme may not have provided for all the needs of learners (Schreuder, Du Toit, Roech & Shah, 1993:15). It is necessary, therefore, that an educator development system be put in place to assist educators in improving competencies and successfully assist learners to demonstrate expected outcomes. According to Buchel (1995:123), constant assistance, advice, encouragement and support from the management team (the principal, deputy-principal and department heads) and peers are essential for enhancing the development of educators.

1.2 STATEMENT OF THE PROBLEM

There is great concern among parents and educators about the performance levels of learners with regard to learners' participation in and commitment to the learning process. The feeling is that to some extent there is a deterioration in the culture of learning today, especially in secondary schools. There may be a number of factors contributing to this, such as a lack of interest and motivation from both learners and educators, or a possible lack of competencies on the part of educators. Where does the problem lie?

It has to be ascertained whether lack of staff support are contributing to the problem, and if this is the case, it has to be determined how support may be established. It has to be investigated therefore, whether there are adequate staff support opportunities to assist both beginner educators and those already in the teaching profession.

This study will therefore seek answers to the following questions:

- What are the essence and importance of staff development for educators?
- How is staff development currently carried out in secondary schools?
- What programmes, methods and procedures could be recommended in order to improve the development of educators in secondary schools?

1.3 AIM AND OBJECTIVES OF THE STUDY

The aim of the study is to undertake a situation analysis of the present practice of staff development in schools, and make recommendations on the kind of programmes, methods and procedures that could possibly be followed in order to enhance the development of educators.

In order to realise this aim, the following objectives will be pursued:

- to provide a literature study on the essence and importance of staff development for educators;
- to determine how staff development is currently carried out in secondary schools;
- to make recommendations on the kind of programmes, methods and procedures that can be used in carrying out and improving the development of educators in secondary schools.

1.4 RESEARCH METHODOLOGY

To achieve the above objectives, the following methods of investigation will be used.

1.4.1 A literature study of relevant primary and secondary sources

A literature study will be embarked upon regarding staff development of educators.

1.4.2 Qualitative research

This research will be qualitative in design. To qualify is to ascribe a thing (Preece, 1996:41). According to Woods (1999:2), writing is particularly important in qualitative research, because its warrant rests on description, narrative, argument and persuasion, unlike quantitative research with its reliance on statistical and technical instruments.

Quantitative research is particularly characterised by the counting of the occurrences or frequencies of qualities, or by determination of their mean values for numbers of individuals (Preece, 1996:42). On the contrary, qualitative

research as Woods (1999:2) asserts, is concerned with life as it is lived, things as they happen, situations as they are constructed in the day-to-day, moment-to-moment course of events. It seeks to discover the meanings that participants attach to their behaviour, how they interpret situations and what their perspectives are on particular issues. Preece (1996:43) further maintains that qualitative research seeks a more intimate acquaintance with the feelings, motivations and qualities of individuals, and its aim is to see and understand situations as they are seen by the individuals being studied.

1.5 POPULATION AND SAMPLING

The population for this study consists of principals, Heads of Department (HODs) and educators of secondary schools in the Lejweleputswa area. Population according to Gorard (2001:10), is the group you wish to study. Since the population is the group to whom the results can be generalised it should always be defined in advance as the target of your research.

Further, Gorard (2001:11) maintains that it is only from your previously defined population that the sample will be drawn, and of which the sample will be representative. According to Charles (1995:96), a sample is a small group of people, animals or objects usually selected to represent accurately the much larger entire population from which it is drawn. The sample of the study will be drawn from ten secondary schools which will be selected randomly in the Lejweleputswa area. Respondents will then be : 1 principal, 1 head of department and 3 educators per school.

Purposeful sampling will be used in schools in order to select respondents for this study. McMillan and Schumacher (1993:378) describe purposeful sampling as selecting information-rich cases from an in-depth study when one wants to understand something about those cases without needing or desiring to generalise to all such cases. Purposeful sampling is done to increase the utility

of information obtained from small samples. The power and logic of purposeful sampling is that a few cases studied in-depth yield many insights about the topic.

1.6 RESEARCH INSTRUMENTS

Semi-structured interviews will be used in schools in order to capture data for this study. According to McMillan and Schumacher (1993:251), semi-structured questions have no choices from which the respondent selects an answer. Rather the question is phrased to allow for individual responses. It is an open-ended question, but fairly specific in its intent. The principal, one head of department and three educators will therefore be interviewed in each school.

1.7 DELIMITATION OF THE STUDY

This study is undertaken in the scientific field of Human Resources Management in Education, a sub-division of Education Management.

1.8 OUTLAY OF THE SCRIPT

CHAPTER 1

Chapter 1 serves as an introduction to the study. In this chapter the problem statement, the aim and objectives of the research are explained. The research methodology is also addressed.

CHAPTER 2

A literature study on staff development to establish a theoretical background on the subject.

CHAPTER 3

An empirical study regarding the current practice of staff development initiatives in the Lejweleputswa secondary schools.

CHAPTER 4

Findings and recommendations based on the theoretical study, as well as the empirical research.

1.9 CONCLUSION

This chapter provides an overview of the study. It highlights the significance and the problems that need to be focussed on throughout this study. The methods of research were also explained. Chapter 2 will be devoted to a literature study on staff development which is the basis of the study.

CHAPTER 2

LITERATURE REVIEW

2.1 DEFINITION OF STAFF DEVELOPMENT

The term 'staff development' has been defined in a number of ways and these different definitions are all important. Before engaging in any staff development planning, it is necessary that providers know exactly what staff development is and what it entails.

Johnston in Tunica (1995:27) asserts that staff development describes activities designed to improve the current or future performance of employees by increasing, through learning activities, the employees' abilities to perform their jobs. Guskey (2000:16) defines staff development as those processes and activities designed to enhance the professional knowledge, skills and attitudes of educators so that they may, in turn, improve the learning of learners.

According to Van Deventer and Kruger (2003:216), staff development is especially concerned with expanding potential from a long term perspective. It embraces the long term development needs of the educator, and is a formal, systematic programme designed to promote personal and professional growth. Staff development, as Harris and Monk (1992:174) point out, places special emphasis on the development of individuals and groups, ensuring continuous growth and increasing productivity over time.

From the definitions above it is clear that staff development is necessary in schools so that educators can be able to develop their knowledge, skills and attitudes. Relevant programmes for staff development should therefore be designed.

2.2 STAFF DEVELOPMENT PROGRAMME DESIGN

A staff development programme should be planned and designed carefully in order that its intended objectives and aims can be realised.

2.2.1 Planning staff development

The Teaching and Learning Series (1999:47) asserts that planning is a tool to assist people to think clearly about the work that needs to be done. Once it has been established what work needs to be done, a plan can be drawn of how to accomplish the work. Planning is about deciding how to go about finding resources, setting time frames, choosing venues, deciding who will be involved in each stage of the work, and overall, achieving your goals.

Craft (1996:43) further mentions that the capacity of school development planning, for enabling schools to handle change and for planning for and promoting professional development, depends on the plan being rooted in a vision of where the school is heading, and supported by a developmental approach to appraisal. Schools with effective planning and appraisal systems, as well as a coherent policy for staff development, are likely to be learning schools in that they are likely to be developing both as institutions and in terms of the individuals within them.

According to Van Deventer and Kruger (2003:217), the planned programme must meet certain requirements and adhere to certain principles. The following are therefore the necessary requirements for designing a successful staff development programme:

- activities and tasks should be effective and functional, and be related to the aims and outcomes being pursued;

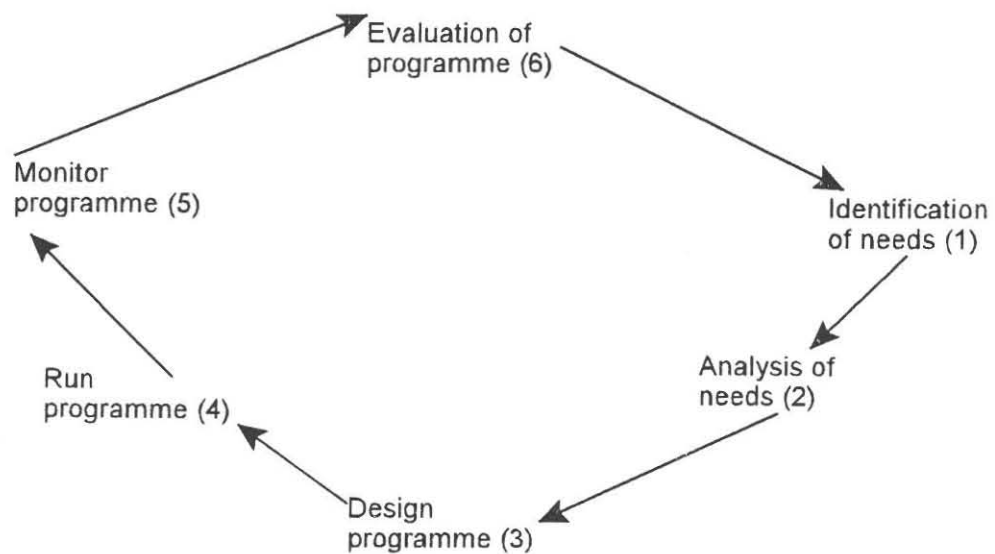
- the development programme should form an integral part of the school programme and be integrated into the educational and teaching aims of the school;
- staff members should be actively involved in the planning and the organising of the programme;
- various methods should be used over a wide spectrum to meet as many needs as possible;
- an integral developmental approach should be followed so that the demands and needs of the individual and of the school are met;
- the programme should make provision for the different professional growth phases of the individual educator;
- developmental activities should take the academic and intellectual needs of the educator into consideration;
- as far as possible, aspects such as motivation and job involvement should also be addressed in the programme.

Harris and Monk (1992:185) indicate that activities for staff development should be structured. A proper framework for accomplishing goals should be clearly specified and resources allocated accordingly. Further, it is especially important that development programmes be responsive to real needs, that participants be actively involved as much as possible, that activities be stimulating and realistic, and that schools clearly give development all of the status it deserves.

A development programme, according to Van Deventer and Kruger (2003:219), should therefore make provision for all educators on the staff. This presupposes

that every educator is capable of improvement and, indeed that every educator feels professionally obliged to improve. Lastly, as Marczely (1996:25-26) asserts, research and experience suggest that it is best to involve educators in planning development programmes to give them a vested interest in the success of the programmes. This involvement should begin with identifying the need for development, as is shown in the figure below.

Figure 2.1 : The school-focussed staff development cycle



Source : Kydd, Megan and Riches (1997:185)

The staff development cycle above is made up of the following six stages:

- the identification of staff needs;
- the assessment (analysis) of staff needs;
- the creation and design of the staff development programme in response to the data analysed;
- the carrying out of the staff development;
- the monitoring of the programme; and crucially

- the evaluation of the programme.

The staff development stages above will be elaborated in detail throughout this chapter. The planning of staff development programmes according to the cycle should therefore begin with the identification of the needs of staff.

2.2.1.1 Identification and assessment of staff needs

- Identification of staff needs

Needs are defined as performance discrepancies and are based on some systematic assessment of actual performance compared with expectations (Harris & Monk, 1992:180). Oldroyd and Hall (1997:130) maintain that needs identification and prioritisation are the foundation stones of an effective staff development programme. Development needs, according to Johnston (1995:3), may result from an existing problem, or an innovative curriculum, or a need that will occur in the immediate future. These needs are classified as follows:

- needs of the whole school: on completion of the schools' curriculum review, staff development needs for the whole school will emerge;
- the needs of a functional group: in any school, especially the larger ones, there will be groups of staff who have aims and objectives peculiar to the group. These groups will have their own special needs;
- the needs of individual educators such as;
 - + professional needs - these needs will arise from the desire

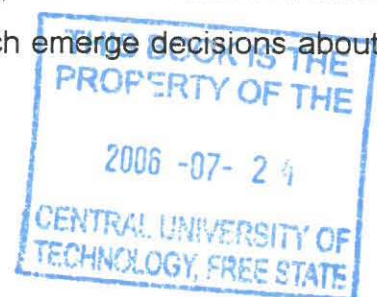
of individuals to build on their strengths and to improve their performance both in the classroom and in all other aspects of their work. Newly trained educators and those new to their posts will need structured support and guidance; and

- ✦ career needs - educators will have aspirations about their future career development for which they require training in areas not of immediate relevance to their current post.

When identifying development needs, as Van Deventer and Kruger (2003:220) assert, it is essential to decide which of the problems are the most urgent or which are the most important and should receive attention first. It should be noted that the needs identification does not only involve the improvement of existing knowledge and skills, but the needs of the school as a whole as well. Oldroyd and Hall (1997:131) indicate that there is the need therefore for staff to be fully involved in the process. The more they are encouraged to contribute to the identification of needs, the more staff development can play a key role in an overall strategy for professional and institutional reform. Finally, needs identification must be followed by needs assessment from which emerge decisions about priorities for action.

- Assessment of staff needs

According to Johnston (1995:30), development needs assessment is defined as a "systematic" study of a problem or innovation, incorporating data and opinions from various sources in order to make effective decisions or recommendations about what should happen next. Rebore (2001:176) states that the process of assessing employee needs is essentially the process of determining the discrepancy between the



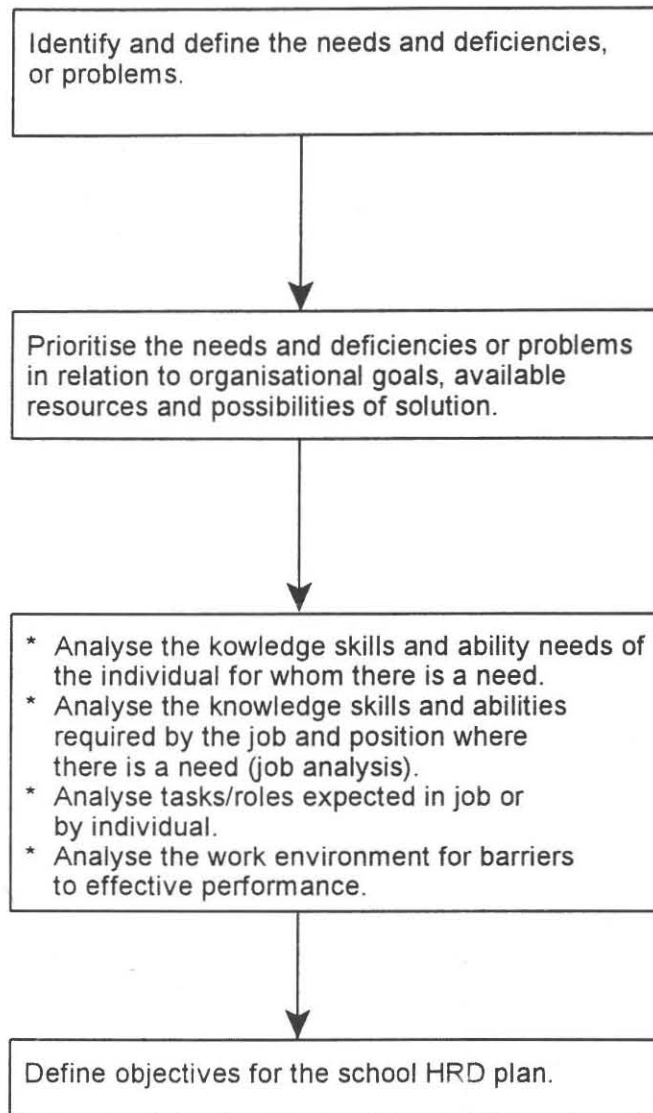
existing and the needed competencies of the staff.

The Teaching and Learning Series (1999:24) describe needs assessment as a way of finding out, in as much detail as possible, exactly what the needs of everyone involved in the project are. The more detailed the knowledge of the needs are, the more accurately planning can be done. The needs analysis will also affect planning in terms of how the goals of the project are defined, how the project will be organised, and what resources will be necessary to carry out the work of the project. Needs assessment, as Johnston (1995:31) indicates, should therefore identify if under-performance is the result of:

- lack of skill or knowledge;
- lack of practice;
- lack of incentives, including lack of both positive and negative feedback about performances, or by rewarding good work with extra work;
- obstacles created by the school organisation;
- lack of motivation of individual staff members.

Harris and Monk (1992:180) note that selecting goals and objectives for development, regardless of purpose, presumes that some needs assessment has been undertaken. Assessing needs is part of the goal-setting process. Glover and Law (1996:51) maintain that needs assessment should not be about weaknesses or problems, but should instead focus on developing the necessary skills to 'boost morale', increase job satisfaction, improve productivity, and ultimately make the way for learners to learn more effective. Conducting a staff development needs assessment in a school, as in any other organisation, is a multi-phase process (Johnston, 1995:33). The following table illustrates this process.

Table 2.1 : The staff development needs assessment process



Source : Johnston (1995:33)

STEP 1

Define the need in terms of behaviour e.g. John has difficulty building a team of staff to collaborate on a task.

STEP 2

Ask yourself which need or priority should be met or solved first to provide the greatest benefit to the school.

STEPS 3 & 4

Ensure the job analysis takes a person oriented and task-oriented approach i.e. consider knowledge, skills, abilities, motivation required by the individual to perform the job, as well as identifying the tasks associated with the job.

- Decide how information is to be collected e.g. survey, interview, observation.
- Other sources of information.

STEP 5

Analyse data gathered to ascertain needs to be addressed in school staff development plan. Focus on objectives/outcomes to be achieved by the development plan.

There is a range of sources, according to Oldroyd and Hall (1997:145-146), from which criteria for assessing needs and prioritising needs can be derived. These include the following: school staff development policy, school curriculum development plan, school organisation development plan, funding agency requirements and the availability of resources. It is important therefore that the criteria for assessing and establishing priorities be agreed and made public so that staff feel that the resulting staff development programme is a fair reflection of their expressed needs.

The next step for the staff development provider, as Oldroyd and Hall (1997:146) mention, is to communicate the results of the needs assessment to all relevant individuals and groups within the school so that negotiation of appropriate development activities can be set in motion. Decisions can then be taken about how identified needs are best met. Johnston (1995:35) highlights that a range of techniques can therefore be used to identify and assess the development needs of a school, namely:

- in small schools, observation and discussion with staff will be possible and appropriate for identifying the development needs;
- in larger schools, techniques including surveys, questionnaires, group discussions, as well as sample observations and discussion with supervisors may be necessary.

Rebore (2001:176) notes that data obtained from the needs assessment techniques provide the framework within which programme goals and objectives can be established. It is clear therefore, that through needs assessment the problem or the need is thoroughly studied so that correct decisions can be made with regard to what programme activities ought to be designed. Aims and objectives relating to those needs should then be formulated.

2.2.1.2 Aims and objectives of staff development

Staff development aims and objectives should be formulated in order to validate them against the needs they are intended to serve and guide the selection of activities. According to Harris and Monk (1992:181), development objectives, like all instructional objectives, must communicate intended outcomes. It is generally agreed that these objectives should describe the behaviour or performances that the development experiences are expected to produce. Further, objectives are most useful when they are explicit and clearly related to the job situation itself, as well as clearly related to larger, longer-range goals.

Hopkins, Ainscow and West (1994:11-50) maintain that the primary aim of staff development is to develop the staff potential in order to increase the quality of learning for learners. There are also subsidiary aims namely: to recognise and employ staff strengths in seeking the best teaching practice, to identify staff needs, and to provide experience and guidance likely to contribute to career development. Further aims of staff development as Van Deventer and Kruger (2003:216) point out, are to:

- improve educators' performance in their present positions;
- provide guidance to educators so that they can develop and grow to highest possible level of professional expertise;
- serve the primary aims of the education system i.e. the promotion and attainment of a culture of teaching and learning;
- provide acceptable, meaningful programmes which enable educators to achieve their personal aims and those of the system;
- raise the quality of education and task fulfilment;
- lead to greater job satisfaction;
- identify technical skills that need to be developed, and identify and develop management potential.

From these aims, the objectives of staff development are formulated. Gall and Vojtek (1994:6) indicate that there are eight types of staff development objectives which are under the headings of educator-centered objectives, learner-centered objectives, curriculum-centered objectives and school-centered objectives.

Educator-centered objectives

- Development of educators' knowledge and understanding.
- Attitude change. Helping educators develop:

- a positive attitude towards a particular staff development programme or activity;
 - good morale;
 - personal and professional self-esteem;
 - the belief that they can be effective in their work;
 - positive expectations about their learners' ability to learn; and
 - the desire to maintain a state of wellness.
-
- Development of educators' instructional skills and strategies.
 - Development of educators' ability to reflect on their work and to make sound decisions.
 - Development of educators' ability to perform specialised roles.

Learner-centered objectives

- Development of educators' ability to improve learners' academic achievement.

Curriculum-centered objectives

- Development of educators' ability to develop and implement curriculum.

School-centered objectives

- Development of educators' ability to restructure their schools' curriculum, instruction, and organisation.

Harris and Monk (1992:182) assert that when objectives have been identified, clearly stated and shown to be usefully related to larger goals and needs, they may still not be very important. The process of selecting from among those that have been carefully specified can lead to choosing the simplest, rather than the

most important objectives. Rarely can all objectives be given the required attention, therefore, careful decisions as to their importance must be made. Staff development goals and objectives as Rebore (2001:176) points out, continually change to meet the continually changing needs of individual staff members. A simple technique for testing the importance of selected objectives, according to Harris and Monk (1992:182-183), is to allow a few days to pass before finalising decisions. Another approach involves comparing and contrasting selected objectives with those cast aside. The more elaborate process of peer review, in which staff members with different perspectives reach consensus on the most important objectives is likely to produce the highest quality decisions.

Clearly stated objectives that relate to the needs of individual staff members will help in the design of relevant activities and further determine the contents of staff development in schools.

2.2.1.3 Contents of staff development programme activities

Johnston (1995:43) identifies four main types and contents of staff development programme activities.

- Whole school activities designed to review an aspect of the schools' programme e.g. learner welfare policy, or the introduction of new procedures or policies developed by educational systems.
- Department or subject based activities relating to curriculum and/or school organisational matters, e.g. introduction of a new syllabus or student assessment procedures.
- Once-off activities external to the school, usually of one day's duration or less where representatives for a school attend an activity outside the

school so as to bring new information back to the school.

- Multi-phased activities conducted either at the school or outside it to provide training or retraining of individuals in specialist areas, e.g. teaching English as a second language or educational leadership. Such programmes are sometimes jointly conducted with tertiary institutions and usually involve face-to-face development programmes, school-based action research and completion of project or assignment.

Relevant topics or contents must be chosen carefully for different types of staff development programmes in order to meet the needs of educators in those programmes. The common topics of school-based development activities as Johnston (1995:43) indicates, are subject content, curriculum design and development, principles and practices, teaching processes, learner assessment and evaluation. According to Steyn and Van Niekerk (2002:254), emphasis on homework, and the regular monitoring of learner progress, the quality of teaching and learning discipline are some important matters that can be addressed. It is clear therefore that the content for staff development depends on objectives in relation to the needs previously assessed. These needs and objectives will assist in the choice of relevant methods to be used in delivering programmes.

2.2.1.4 Methods of presenting staff development programmes

Guskey (2000:22) maintains that delivery methods and activities present educators with a wide variety of options and opportunities to enhance their professional knowledge and skills. It is unproductive therefore as Rebore (2001:177) points out, to consider only one method of delivering a staff development programme. It is important to recognise that no one technique will satisfy all individuals, but different techniques will meet different needs. According to Van Deventer and Kruger (2003:221-222), the following methods could be of use in presenting programmes for staff development:

- meetings, as well as roundtable discussions, “buzz groups”, brainstorming and intergroup activities to help the educator acquire the necessary knowledge and skills within his work situation;
- informal advice or counselling by the principal or a member of the school management team;
- book control reports;
- discussion of tests or examination papers by heads of departments with educators;
- moderation of examination scripts and mark schedules or learner assessment;
- discussion of the appraisal report with the appraisal committee;
- attending local and regional courses and conferences, which provides opportunities for contact with other educators;
- meetings with other educators, which include, learning area meetings;
- attend problem discussion groups i.e. discussions during subject meetings;
- attendance of a lesson that is presented by an experienced educator;
- a visit to the media centre to keep abreast with available technology and its use during lesson preparation.

There have also been considerable developments in mentoring as a support

system for trainee educators (Glover & Law, 1996:3). Increasing use is made of mentoring as both general and peer support for newly qualified educators during induction, or for more experienced educators undertaking additional or different responsibilities.

Middlewood and Lumby (1998:85) define mentoring as “off line” (not “line management”) help by one person to another in making significant transitions in knowledge, work or thinking. A mentor is someone, usually a work colleague at the same or a higher level than the individual, for whom s/he is responsible, to whom the individual can go to discuss work related issues. Further, many people value being able to pass on what they know, particularly when it is appreciated and others benefit from their knowledge and experience.

As Horne and Brown (1997:64) mention, a mentoring system helps new staff to settle into the job, find their feet and develop personally and professionally. Schools with good mentoring systems help new educators to become productive members of staff early on in their careers and encourage them to stay on and contribute to the school.

For different needs and circumstances, a mixture of methods/approaches will be used. Whichever method is appropriate will vary in time for differing members of staff, and will depend upon their needs, inclinations, the topic or issue, the nature of their subject, the work of their department, as well as the way the staff development committee presents the information or ideas to them (Kydd *et al.*, 1997:187).

One of the most important skills required by those managing staff development as Glover and Law (1996:57) asserts, is the ability to negotiate in order to select what is being offered, so that they can satisfy the needs of staff and ensure the development of the school. For this to happen effectively staff development providers and the staff in schools need to have a greater awareness of the

strengths and weaknesses of a growing and diversified pool of providers.

2.2.1.5 Staff development programme providers

According to Marczely (1996:98-99), the staff developer is a social architect whose goal is to build a culture of learning. In reality, the principal must be the primary staff developer, because it is the principal who has the greatest direct control over the factors affecting school environment. Johnston (1995:44) maintains that even when a school has a staff development committee, the principal has overall responsibility for ensuring the educational quality and cost effectiveness of activities, the equity of access for staff, and that such activities meet the identified needs of individuals and the goals of the school. It is the responsibility of the principal, as Buchel (1995:122) states, to implement staff development in the school by means of utilising senior educators and HODs as staff development providers. Lemmer (1994:133) however, indicates that staff development sessions can also be conducted by members of staff or by external providers who can share their knowledge, experience and expertise thereby contributing to the growth of the school.

Costa and Liebmann (1997:97) point out that either during or shortly after the activities for staff development are selected and/or developed. The staff development committee in the school must identify the providers who have the expertise to facilitate the staff development learning. Expertise implies knowledge of both the professional content and skills to be learned and ability to use effective development practices that are consistent with the research on adult learning. There are times when it is useful, as Horne and Brown (1997:100) assert, to bring in an authoritative voice from outside, because outside expert can often add a new perspective. The following therefore, are suggestions for choosing and using providers from outside:

- choose your provider carefully: the best way is through personal recommendations, find someone who you have heard is good and use them;
- plan well ahead: avoid rushing around at the last minute. This will result in getting someone who is available, rather than the best expert in the field;
- check the real price for the job: make sure you know whether you are responsible for travel, accommodation as well as the agreed fee. If these are not agreed in advance, there can be embarrassment later;
- brief your provider fully: try to let them know as much as is relevant about your school, your staff and needs in advance. In that way, you are more likely to get a focussed workshop that satisfies your requirements;
- look after the provider: workshops usually work best if you make the provider feel valued. Provide a drink on arrival, water during the session, show them the rest rooms, help with checks that everything is in place that is needed;
- introduce the provider properly: ensure that the introducer is well briefed;
- monitor the provider's performance: if you want to know whether you are getting value for money and whether your staff are getting something out of the session, you will need to participate yourself;
- evaluate the development: use an evaluation form, asking participants to write open comments on a sheet of paper. It is also useful to go to participants, ask them the best thing about the development session has been;

- close the session well: thank the provider, help with the clearing up and see them on their way home. Reflect for a while on what are likely to be the main outcome for the day, note any action points that have been agreed and think through how these will be followed up.

Because of the high cost of providers and the desire to develop educator leadership within the school, Costa and Liebmann (1997:79) state that, the school's staff development committee may decide to train educators and administrators to become local staff development providers. As the result, the staff development committee may arrange with those conducting the initial development to develop an add-on programme to train the local providers as they facilitate in-district development for the school department. In order to provide and facilitate activities resources must be available, therefore staff development must be financed.

2.2.1.6 Financing staff development programmes

Any staff development programme must provide some idea of costs and therefore a budget allocation should be decided upon as part of the total school business plan (Seifert, 1996:107). Before developing the long-range plan for implementing the objectives identified through the needs assessment, the planning team must identify what resources are available to support the plan (Costa & Liebmann, 1997:76). Here is where those developing the plan need to determine the extent of their budget, availability of providers, access to assistance from district office personnel, and time allocated to development and follow up activities after development. Any realistic plan for staff development must therefore take into account the level of resources to support that plan.

Marczely (1996:103) stresses the importance of strong support for educators from principals, and that providing tangible resources in central to such support. In addition to providing time for educators to grow professionally, principals must

also supply the material resources that supports growth. These resources may include such tangibles as books, journals, videos, speakers and travel allowances. Further, if staff development is important for a school, it must be provided for in the annual budget. In establishing a budgetary system for the school's staff development programme as Johnston (1995:48) indicates, there are a number of processes to be considered. The following list provides suggestions of some of those processes:

- determine the sources of funding for all school related staff development activities;
- establish a total budget for staff development activities;
- create notional budget for staff development priorities or areas of activities;
- budget for total costs including award for travel, workers compensation and infrastructure costs (such as work processing/printing for materials);
- if appropriate, establish rate of payment according to sector advice for:
 - individuals conducting activities;
 - staff of the school or sectors presenting courses or programmes outside normal working hours;
 - consultants and staff from other organisations or educational sectors presenting courses.
- establish a chart of accounts, using dissections or sub-dissections, for all staff development activities;
- establish procedures, consistent with sector and/or school audit

requirements, for the monitoring of cash flows, payment of accounts, purchase of equipment and services, and the payment of overtime, travel expenses and allowances.

Marczely (1996:103-107) notes that it is essential that the principal also use traditional and creative ways to secure the money needed for effective staff development programmes and projects. The principal must accept the raising of capital for development as an integral part of the administrative mission. The following include traditional and novel ways to find the money needed.

- **Research and write grants, and support educators in their grant writing efforts**

In case of grant writing, schools should realise that there is money in both the private and public sector out there for asking;

- **Seek the support of local business and service organisations for specific projects**

Support comes more willingly when those being asked see a specific need, are kept posted on progress, and are recognised publicly for their support and involvement in helping to address that need. A good public relation liaison builds the school's image in a community thereby laying the ground work for continued fiscal and moral support for its mission;

- **Establish ties with local universities and barter services**

Universities provide another creative channel of indirect fiscal support for school's professional development programme. The important thing for schools to realise in their relations with local universities is that public schools have something to give to universities. Public schools

administrators should barter with universities for services related to professional development and school improvement research. Such collaboratives are valuable untapped resources that can benefit schools and universities, and breach the gap between research and practice;

- **Develop professional growth collaboratives with other schools**

Another version of professional development cooperation that can allay expenses involves forming public school professional development collaboratives, building fiscal strength with numbers. Under this plan, a number of small or under-funded schools join together and pool their fiscal resources to be able to afford and share nationally recognised providers, speakers, materials and funded programmes;

- **Publish and market products of professional development**

A final untapped resource for supporting professional development in both spirit and substance is the marketing of professional materials and programmes developed internally. Educators should be encouraged to make presentations and participate in teaching craft fairs where ideas and hand-on materials can be demonstrated and purchased.

The success of staff development programmes depend on the availability of resources. It is therefore the responsibility of the principal, the governing body, including the staff development committee, to find out which areas regarding resources need attention according to their priority. A budget for this purpose should be drawn. Educators affected will submit their requests according to their needs before the budget is drawn and funds are allocated. With the availability of resources, programmes can be implemented effectively.

2.3 STAFF DEVELOPMENT PROGRAMME IMPLEMENTATION

An implementation plan, as Van Deventer and Kruger (2003:220), point out, should state how and when a programme is to be put into operation. Steyn and Van Niekerk (2002:261), indicate that this phase covers all the professional development activities to achieve the specific objectives that have been set. It involves determining exactly how each activity will be carried out in the school, selecting purposeful activities and determining the time span for the programme, the staff to be involved, how the money will be spent, the physical facilities required, evaluation procedures and structures needed to put the programme into effect.

During this stage, according to Costa and Liebmann (1997:80-81), educators and administrators adapt what they have learned in the controlled setting of staff development and make it part of their work behaviours. This is where learning is then transferred into practice. Transfer of staff development learning is not automatic, it is something that must be planned for and facilitated. The following tasks are therefore important in the implementation of staff development programme:

- **Providing follow-up assistance**

The first task is to provide educators and administrators assistance as they attempt to integrate their new skills and knowledge into day-to-day practice. Some of the more common ways to provide follow-up support include direct observation of attempts to use newly acquired skills and understandings by the providers. Follow-up meetings with the providers and sharing sessions at which participants can communicate successes and solve problems are also helpful.

Further, during these follow-up sessions, educators plan and try out what

they have learned. They then have an opportunity to analyse their activities with the help of a supervisor or a peer. Once they have identified what they are doing well and where they need to modify what they are doing, the educators redesign their professional behaviour and go through additional trial, analysis, and revision sessions. They do this until they have become comfortable and automatic in using the new professional practices. Steyn and Van Niekerk (2002:261) assert that when implementing an individual staff development programme, management support should therefore be evident, activities should be relevant to the staff taking part, and that communication and feedback should be part of the process.

- **Providing recognition and reward**

It is important to ensure that those who are making an effort to improve how they do their job be recognised and rewarded. Educators can be recognised in a number of ways. For example, the principal might ask educators to share what they are doing with a new programme, have others observe a successful educator, use department meetings as a time to share successes, write thank you notes for a job well done, and/or invite people from outside the school to observe what a department member is doing. Recognition reward might also take the form of additional responsibility, for example, asking an educator to become a provider or to coach peers.

- **Providing resources**

Finally, it is important that the principal ensure that those using the new practices and programmes have access to the resources they need to implement what they are learning in training. This includes adequate books and printed materials, audiovisual material, time for coaching, and

access to consultants and curriculum experts. Although these resources are identified during planning, they need to be available and distributed when they are needed, when the department are practising and refining their learning during implementation. Steyn and Van Niekerk (2002:260) maintain that all these resources have a major influence on successful staff development programmes.

- **At the end of implementation**

When the implementation stage is complete, the new programme and practices are in place and part of the school's vision is realised. The professional practices that were learned in the development of staff are now being used in a manner consistent with written school plan.

Guided by programme objectives, activities for staff development should therefore be implemented effectively to ensure the realisation of the desired goal. Like other activities within a school, development programmes should be monitored and evaluated.

2.4 STAFF DEVELOPMENT OBSERVATION AND EVALUATION

To determine the success of staff development, programmes are checked and monitored from time to time throughout the whole process. When the information is recorded, analysed and mistakes corrected during the process, the programme is finally evaluated in the end to determine strong and weak points.

2.4.1 Monitoring programmes

Glover and Law (1996:85) maintain that the monitoring of staff development is a short term, immediate check on the delivery of staff development activities. In

effect, monitoring is concerned with the ways in which intended plans are operationalised.

According to Bush and Middlewood (1997:193), the importance of monitoring staff development is to ensure that they are actually occurring, checking upon costs and identifying issues for the school as they arise. Reviewing, as he says, is an intrinsic part of formative evaluation, or monitoring which includes, inter alia, checking on satisfaction with the activity, suitability of the provider and the appropriateness of the design.

Monitoring, as Middlewood and Lumby (1998:164) indicate, is about making adjustments to the plan, both small and large, during the implementation process, which may or not involve the collection of data. It involves looking and checking without necessarily making value judgments or taking any action.

The process of staff development must be monitored at all times to see if objectives are being met. Through monitoring, problems can be detected and rectified. Staff development programmes should eventually be evaluated in order to determine their success.

2.4.2 Staff development programme evaluation

Craft (1996:71) says that valuation means placing value on things. It involves making judgments about the worth of an activity through systematically and openly collecting and analysing information about it and relating this to explicit objections, criteria and values. Guskey (2000:40), explains evaluation as the systematic investigation of merit or worth.

As Guskey (2000:40-41) further points out, good evaluations of professional development are the result of thoughtful planning, the ability to ask good questions, and a basic understanding about how to find valid answers. They

provide information that is sound, meaningful and sufficiently reliable to use in making thoughtful and responsible decisions about professional development processes and efforts.

The staff development programme as Van Deventer and Kruger (2003:221) assert, must be evaluated to determine the extent to which the developmental outcomes have been attained. In the absence of evaluation, there is no feedback for identifying deficiencies or shortcomings in the programme, such as incorrect or vague outcomes, incorrect methods, poor and defective training material, and the motivation levels of the educators. The following four aspects of a development programme, are usually evaluated:

- reaction : the intensity with which participants experience the programme and how functional or effective they regard it;
- learning experience : the measure of knowledge, insight and skill acquired;
- changes in behaviour : the measure of change that has manifested in work and organisational behaviour;
- tangible results : the extent to which productivity has increased and job performance improved.

From the above-mentioned aspects, Craft (1996:82) asserts that the purposes for evaluation include the following:

- to provide accountability, the improvement of professional development;
- to promote better public relations and good practice;
- to provide information for policy, planning and decision-making, evaluation as a means of “needs diagnosis”,

- for exploration to further understanding and evaluation as a learning process.

A number of evaluation methods, as Guskey (2000:191) states, are available. These methods vary in their appropriateness depending on both the content of the professional endeavour and the context in which the new knowledge and skill are to be applied. The key to success is first to consider the goals of the professional development or activity, and then to select the method or combinations of methods that will yield the most useful information. These methods according to Guskey (2000:191-202), are:

- **Direct observations**

Observations typically involve a trained observer or team of observers who notes the occurrence or non-occurrence of specific actions or behaviours. These observations are highly effective means of determining differences in groups.

- **Participant interviews or conferencing**

Interviewing or conferencing requires specialised skills. Besides being able to ask appropriate questions, interviewers must know how to listen and how to follow one question with another.

- **Supervisor interviews or conferencing**

Another method is to interview people who work directly with the participants and observe them on a regular basis. Although in most cases, this person is the school principal, it might also be an assistant principal, department head or mentor educator.

- **Student interviews or conferencing**

Information can be gained through conversations with those individuals who are mostly affected by the change or innovation-the learners.

- **Questionnaires**

Questionnaires are useful for both formative and summative evaluation purposes, and can be administered at several times during a programme or activity to determine changes in concerns, levels of use, or differences in practice.

- **Focus groups**

Focus groups bring together small groups of participants to share perspectives and offer insights. A facilitator usually guides the discussion by asking a series of probing questions related to the critical indicators of use.

- **Implementation logs and reflective journals**

There are times when it is useful to have participants describe in writing just how they are putting their knowledge and skills in use. These descriptions serve not only to document participants' behaviours and critical self-analysis. The best way to compile these descriptions is to ask participants to keep an implementation log or reflective journal.

- **Participant portfolios**

A portfolio is a collection of evidence that carefully documents accomplishments over a period of time. Portfolios can be used to collect

information or specific implementation behaviours and practices.

The purpose to which evaluation will be put, as Craft (1996:87) points out, will have implications for the role of the evaluator. In an evaluation for development purposes, the evaluator's role is that of educator, guide and critical friend, whereas in an evaluation for accountability, it is that of a professional expert. In any evaluation, those involved will form an opinion about the evaluator and their relationship with them. It is also possible to look at the role of the evaluator in terms of the skills and qualities needed by an evaluator, the position of the evaluator in relation to the subject of the evaluation and the perspectives an evaluator can bring.

Guskey (2000:255) explains that evaluation should not be the concern of a single individual or group of individuals. Because evaluation processes and results affect everyone involved in professional development activities, all have a vested interest in evaluation. It is important therefore, according to Middlewood and Lumby (1998:175), that all those educators who are affected by any process are involved in all the steps of an evaluation. That is, in the planning, execution and review of the evaluation and not just the execution. Self-evaluation is more likely to be internalised and lead to action than is external evaluation. In this way, ownership of the evaluation and its findings can be created and further encouraged if confidentiality is respected and if each stage is seen as being acceptable to all those concerned.

Evaluation of staff development is a necessary task in order to identify the shortcomings and to measure the success of programmes. Through evaluation, subsequent decisions and steps to be taken next are determined.

2.5 SUMMARY

It is clear from this chapter that if a school is to provide for the development of all staff and also for the school as a whole, a comprehensive plan and programme is needed, which demands careful organisation. To achieve the primary aim of staff development - to increase the quality of learning for learners by the development of staff potential, activities for staff development should be planned and designed carefully based on identified and assessed needs of staff. Objectives for such activities related to the needs should then be formulated.

Further, these needs, objectives and the necessary resources will impact on the implementation of activities. It must be noted that various methods should be applied to ensure successful implementation of these activities. Lastly, staff development activities are monitored and evaluated to determine strong and weak points of the entire programme.

The next chapter will examine how staff development is practiced in the Lejweleputswa area.

CHAPTER 3

RESEARCH METHODOLOGY, ANALYSIS AND INTERPRETATION OF RESULTS OF THE RESEARCH

3.1 INTRODUCTION

The previous chapter has highlighted how staff development should be carried out in schools. Various methods and procedures to be used when implementing staff development programmes were also discussed.

Chapter 3 deals with the research methodology, analysis and interpretation of results from an investigation to determine the current state of staff development of secondary schools in the Lejweleputswa area. It includes the research design, methods of collecting data and methods of analysing data.

3.2 RESEARCH METHODOLOGY

This research is qualitative in design. According to Flick (2002:4), the central ideas guiding qualitative research are different from those in quantitative research. The essential features of qualitative research are the correct choice of appropriate methods and theories, the recognition and analysis of different perspectives, the researcher's reflections on the research as part of the process of knowledge production, and the variety of approaches and methods.

Rudestam and Newton (2001:36) assert that qualitative implies that the data are in the form of words as opposed to numbers. Qualitative data are usually reduced to themes or categories and evaluated subjectively. There is more emphasis on description and discovery. Qualitative methods are especially useful in the generation of categories for understanding human phenomena and the investigation of the interpretation and meaning that people give to events they experience.

Unlike quantitative research, qualitative methods take the researcher's communication with the field and its members as an explicit part of knowledge production instead of excluding it as far as possible as intervening variable. The subjectivities of the researcher and those being studied are part of the research process. Researchers' reflections on their actions and observations in the field, their impressions, irritations, feelings and so on, become data in their own right, forming part of the interpretation (Flick, 2002:6). This study also lends itself to qualitative research because it seeks to represent reality from the perspective of the respondent, without interfering with or biasing that perspective, in their own words and using their own concepts (Desai, 2002:3).

3.3 DATA COLLECTION

According to Hussey and Hussey (1997:149), data refers to facts of things used as a basis for inference or reckoning. Some authors draw a distinction between data and information, by defining information as knowledge, data which has been organised into a useful form. This obviously depends on how the data is perceived and the use to which it will be put. For example, you may consider that the transcript of an interview you have held with a survey participant forms part of your research data which you later analyse, attempt to draw conclusions from and thus make a contribution to knowledge. On the other hand, the interviewee may consider that s/he was simply giving you information.

In collecting data the researcher plans the procedures that will be used to collect data. He decides where the data will be collected (such as in a school or city), when the data will be collected (time of day and year) and how the data will be collected (by whom and in what form) (McMillan & Schumacher, 1997:183).

Primary data collection in social science work most commonly involves surveys of various kinds, using the term in the widest sense to include surveys of documents, literature and the use of interviews (Preece, 1996:96). According

to Swanson and Holton (1997:88), it involves the collection of a variety of empirical materials, case studies, personal experiences, introspective life stories, interviews as well as observational, historical, interactive and visual texts that describe routine and problematic moments and meanings in individuals' lives. Interviews were chosen to collect data for this study with the purpose of obtaining information from respondents about their own experiences, views and perceptions pertaining to how staff development is practised in their various schools.

3.3.1 Interviews

Verma and Mallick (1999:122) define an interview as a conversation between two or more people where one or more of the participants takes the responsibility for reporting the substance of what is said. It represents an interaction between three elements, the interviewer, the interviewee and the context of the interview including the issue/questions raised in the interview. Interviews, as Hussey and Hussey (1997:156) point out, are a method of collecting data in which selected participants are asked questions in order to find out what they do, think or feel. They make it easy to compare answers and may be face-to-face, voice-to-voice or screen-to-screen, conducted with individuals or a group of individuals.

Interviews, as Verma and Mallick (1999:122) assert, are normally used to obtain qualitative data. Warren (2002:83) maintains that qualitative interviewing is based on conversation with the emphasis on researchers asking questions and listening, and respondents answering. Interview participants are viewed as meaning markers. The purpose of qualitative interviewing is to advise interpretations, not facts of laws, from respondent talk. Qualitative interviews should be framed more substantively and interactionally aiming to understand the meaning of respondents' experience and life world.

Semi-structured interviews are used to capture the data for this study. Viewpoints and experiences from participants pertaining staff development in the Lejweleputswa secondary schools form the essence of the data collected. Flick (2002: 74) points out that semi-structured interviews have attracted interest and are widely used. This interest is linked to the expectation that the interviewed subjects' viewpoints are more likely to be expressed in a relatively openly designed interview situation.

Questions in a semi-structured qualitative interview have no choices from which the respondent selects an answer. Rather the question is phrased to allow for individual responses. It is an open-ended question, but fairly specific in its intent (McMillan & Schumacher, 1993:251). Further, May (2001:123) points out that the interviewer can seek both clarification and elaboration on the answers given and can then record qualitative information about the topic. This enables the interviewer to have more latitude to probe beyond the answers and thus enter into a dialogue with the interviewee.

3.4 POPULATION AND SAMPLING

The population for this study consists of principals, heads of department and educators of secondary schools in the Lejweleputswa area. Population, according to Gorard (2001:10), is the group you wish to study. Since the population is the group to whom the results can be generalised it should always be defined in advance as target of your research.

It is only from your previously defined population, as Gorard (2001:11) further indicates, that the sample will be drawn, and of which the sample will be representative. May (2001:93) defines a sample as a portion or a subset of a larger group called the population. Further, Charles (1995:96) maintains that a sample is a small group of people, animals or objects usually selected to represent accurately the much larger entire population from which it is drawn.

It means that if the sample is properly chosen, according to Bedward (1999:58), the sample results will closely reflect the population results. The sample of this study will therefore be drawn from ten secondary schools which will be selected randomly in the Lejweleputswa area. Respondents for this study will thus be: 1 principal, 1 head of department and 3 educators per school.

Purposeful sampling will be used in order to select respondents for this study. McMillan and Schumacher (1993:378) describe it as selecting information-rich cases for an in-depth study when one wants to understand something about those cases without needing or desiring to generalise to all such cases. Purposeful sampling is done to increase the utility of information obtained from small samples. The power and logic of purposeful sampling is that a few cases studied in-depth yield many insights about the topic.

3.5 DATA ANALYSIS

Analysis of qualitative data, according to Swanson and Holton (1997:103), takes place both during and after data collection. The critical skill in analysing data during data collection is keeping the interpretation in line with the fact that there is only partial in-process data. Early over-interpretation of partial data is a serious threat to the validity of a qualitative study.

It is essential therefore that researchers should keep an open mind in the process of analysing data, remembering that research is conducted to discover, not to prove. Look carefully at all of the data, seeking to uncover important insights into the phenomenon being researched. Subsequently data sources will be synthesised, creating a more holistic and integrated set of information frequently labelled findings. The procedures used to accomplish this analysis need to be explicitly documented and directly connected to the research questions (Brause, 2000:117).

3.5.1 Coding of data

Hussey and Hussey (1997:266) assert that coding is the process of identifying, analysing and categorising the raw data. First, the researcher breaks down and labels the individual elements of information, making the data more easily recognisable and less complicated to manage. These codes are then organised into a pattern of concepts and categories, together with their properties. This is accomplished by classifying the different elements into distance ideas (the concepts) and grouping similar concepts into categories and sub-categories. The properties are those characteristics and attributes by which the concepts and categories can be recognised.

For this study, the researcher did an analysis of all the interviews, to group answers, to identify common issues and analyse different perspectives on central issues. The responses were analysed, categorised and then presented in summarised concepts.

3.5.2 Reporting on interviews

The responses of principals, HOD's and educators are analysed and interpreted. The researcher will first report on the responses made by the principals of schools.

3.5.2.1 Principals' responses during the interview

The following questions were posed to principals and this is how they responded.

Question 1 : "Does your school have a staff development policy or procedure?"

Most of the principals said that there is no written policy for staff development

in their schools. Some principals said that even though they do not have a policy on paper, they do have a budget for staff development which they base on the development needs of educators. One of the principals however, said that they have a written policy for staff development in their school.

Some principals said that they use the Integrated Quality Management System (IQMS) document which is provided by the Department of Education as part of the development of staff in their schools. However, one of these principals was on the opinion that there is a need for a separate written policy for staff development outside the IQMS system.

Some of the responses were:

"We do not have an official policy, but for the past year in the budget of the school, we had a budget to do staff development."

"I will rather say that we have a procedure, in fact I realised about two to three years ago that we need to have a policy."

"You making it as if the school must have a staff development policy. It is not required by the department and it is not expected."

Question 2 : "Who drafted the policy/update this policy in your school?"

Most principals said that because they do not have a written staff development policy in their schools, nobody was responsible for drafting it. On the contrary, one of the principals who indicated that they have a written policy in their school, said that it was drafted by the principal with the help of the deputy principal, HODs and educators.

One of the principals said that because they do not have a written staff development policy in their schools, nobody was responsible for drafting it. On the contrary, one of the principals who indicated that they have a written policy in their school, said that it was drafted by the principal with the help of the deputy principal, HODs and educators.

One of the principals said that as required by the IQMS, they have the staff development team (SDT) in the school which consist of the principal, the deputy principal who is also the whole school evaluation coordinator, one HOD and two post level 1 educators. He said at the end of the year, the SDT gets together to draft the staff development plan based on the IQMS from the department for the following year and also plan for some internal needs as well.

Responses were:

"The updated policy, I do it on a yearly basis."

"Nobody, I apply my own ideas to staff development in the school."

"Although we do not have a drafted one but that is our aim to have to see that we are gonna have one at the beginning of next year."

Question 3 : "Who do you think should be involved in the drafting of such a policy?"

Most principals expressed the view that all members of staff should be involved when such a policy is written in order to get opinions and inputs from the staff as a whole. Some of these principals said that all stakeholders must be involved. One of them was of the opinion that not only educators should be involved but also the non-teaching staff as well.

Some principals said that the principal, HODs and educators must be responsible for drafting the policy because they are the ones that teach the learners. One of them on the other hand, said that it should be the principal alone because he knows about the needs of the school and the needs of educators.

The responses were in the line of:

"It used to be everybody that's involved in the policy, but sometimes educators don't have an interest in that."

"Myself, my SMT, my educators, as well as my admin staff should be involved."

"Everybody must be included so that we share ideas because if one person drafts it, he is going to only consider his feelings."

Question 4 : "Is staff development really necessary? Explain your answer."

Most principals were of the opinion that staff development is necessary because of the changes in education such as policies, procedures and the curriculum. They said that it is essential in order to develop the skills and enhance the knowledge of educators so that they can cope with these changes.

Some principals shared the view that staff development is necessary in order to motivate and improve the confidence and the performance of educators in the school. Some said it is needed to change the behaviours and the attitudes of staff, and further assist new educators with the necessary skills to be effective in their work. One of these principals however, was of the opinion that staff development is mostly neglected by the school management teams (SMTs) of schools because many think that it is the responsibility of the department to develop staff in schools. He said that it is not budgeted for in schools.

Responses were:

“It is a thing that is neglected by the SMTs and we try to shift the blame.”

“Yes, because all staff need development in certain areas.”

“Staff development is very high on my priority list. I cannot just allow people not to do it because if you don’t capacitate people, then you limit the school’s potential.”

Question 5 : “What role should the principal play in the planning and implementation (management) of staff development?”

Most principals said that the principal has to play a pivotal role in the planning and implementation of staff development. S/He plans, organises, controls and execute staff development in the school. They further said that the principal is responsible for identifying the needs of staff. He sets the aims and objectives for staff development in the school and organises the activities and resources for development in the school.

Some of the principals were of the opinion that the principal is responsible for drafting a policy for staff development and make sure that it is working. They said that the principal controls activities for staff development to see whether they are properly carried out.

Some principals expressed the view that the principal gives guidance and support to educators, encourage teamwork among staff and involve everybody in the planning and implementation of staff development in the school.

A small number of principals were not sure about what the role of the principal should be in the management of staff development. They therefore did not say

much in response to the question.

Some of the responses were:

“My role as principal is to be updated with the needs of my entire staff. I need to prioritise what we need to do, for instance goal-setting is a problem at our school.”

“I should work with people so that they can support me because if you don’t work with people, no one is going to support you, they are going to resist anything that you come up with.”

“Planning is not right when it is done by one person, by the principal. I think you involve those educators even in the staffroom, there are educators who have expertise that can help you, you know, because as a leader you are not going to know everything.”

Question 6 : “What kind of staff development opportunities do you currently have access to?”

Most of the principals said that they only have staff and subject meetings; and class visits which are part of the IQMS in their schools. Educators also attend courses that are organised and offered by the Department of Education outside the school. One of the principals on the other hand, said that besides courses by the department, they make their own arrangements and take initiatives to develop staff in their school. They do this by sending staff on trips paid by the school to develop staff on various development issues. Further, they bring in motivational speakers to motivate staff and also have an induction programme for new educators.

A small number of principals said that they organise various workshops within the school to develop staff on issues such as classroom management, how to handle discipline, time management, interpersonal skills and goal setting. One of these principals said that they also have a computer centre especially for educators, a science lab and a library which educators have access to.

Responses were:

“When it comes to internal staff development, we have four major meetings of staff development.”

“We have a full range of subject meetings per month.”

“There are none according to my information.”

“Any opportunities organised by the department that we are invited to, we make sure that we attend.”

Question 7 : “What kind of staff development opportunities do you think are needed by staff?”

Most of the principals did not really know how to respond to this question. Most of them therefore chose not to respond to the question at all. The researcher assumed that perhaps they did not know the kind of opportunities they could use for staff development in their schools or they were either happy with opportunities they already have access to.

Some principals however, felt that they have sufficient opportunities and therefore do not need any.

Some principals however, said that they need induction programmes for new educators, while some said they need more opportunities to develop staff on planning, goal setting and organising. Some on the other hand, said they need courses on leadership, motivation and computer literacy.

Responses were in the line of:

“Any new educator needs strategies regarding discipline in our school.”

“Planning ahead and organising is a problem for a lot of educators.”

“Staff need to be trained in handling the organisation of the school in various activities and departments and staff development should be done continuously.”

Question 8 : “How is the success of staff development opportunities monitored and evaluated?”

Most principals said that staff development is not monitored and evaluated in their schools. Some of them said they do evaluation which is part of the IQMS and not particularly for staff development.

Some principals on the contrary, said that they prefer meetings, questionnaires and interviews to determine the success of staff development opportunities in their schools. One of these principals said they use the results of learners to measure the success of staff development.

Responses were:

“There is no formal evaluation of programmes but it is done informally.”

“IQMS evaluation forms are utilised, the coordinator of IQMS is the one who

evaluates.”

“Other stuff such as discipline etc., there is no evaluation and we do lack in that.”

3.5.2.2 Responses of Heads of Department during the interview

Heads of Department (HODs) responded as follows during the interview.

Question 1 : “Does your school have a staff development policy or procedure?”

Most HODs said that they have a written policy for staff development in their schools. One of these HODs said they have copies of this policy in their educator folders.

A small number of HODs said that they do not have such a policy in their schools. Some of these however, said that they use the IQMS document as a guide for development in their schools.

Responses were:

“There is the IQMS document that comes from the department and we follow that completely.”

“Yes, it is written.”



“Ja, we have got the whole policy document for staff development here at our school.”

“Yes, we have a procedure but we don’t have a written one.”

“Yes, we have it, which is typed.”

“Yes, a policy is available in the school.”

Question 2 : “Who drafted the policy/update this policy in your school?”

Most HODs said that the policy was drafted by the principal and the SMT in their schools. Some of the HODs said that it was drafted by the principal, HODs and educators, while some said all staff was responsible for drafting it.

Few of the HODs on the other hand said they do not have a policy, so no one drafted such a policy in their school. Some said that it was not drafted because they use the IQMS document which is provided by the department.

The responses were:

“The SMT with the principal.”

“The SMT especially the headmaster but the other guys work with him.”

“We don’t have a written one, so obviously no one has written it.”

“Actually it is the SMT who is involved because they organise workshops for staff development. Most of the time it is the SMT and the principal.”

Question 3 : “Who do you think should be involved in the drafting of such a policy?”

Most HODs were of the opinion that all staff members should be involved in the drafting of such a policy in order to accommodate everybody’s viewpoints and inputs. Some of these HODs felt that all should be involve because every member of staff has certain needs that are not the same as those of other members. Some said because everyone has their own strengths and

weaknesses.

Some HODs expressed the view that the drafting of a staff development policy should be an inclusive process. They said that all stakeholders must be involved so that all can contribute their ideas and discuss information which is vital for the policy. One of these HODs was of the opinion that all stakeholders including parents so that everybody can own the process of staff development in the school.

A small number of the HODs had the feeling that the principal should take the lead and he will then approach the deputies and HODs if necessary.

The responses were in the line of:

“All stakeholders should be involved so that we can own the process.”

“I think everyone must be involved. Even the lowest educator can give something back to the school.”

“I think if we could have such a policy, all staff members should be involved, you know, the reason being that if the principal takes a decision alone, then obviously he may overlook certain aspects that are important for staff development.”

“It is very much important that everyone should be involved so that other things which maybe the principal cannot be aware of, other people can come up with certain points that are important regarding the drafting of such a policy.”

Question 4 : “Is staff development really necessary? Explain your answer”.

Most of the HODs expressed the opinion that staff development is necessary

because of the changes in the education system such as new methods of teaching, new curriculum and new policies. Some of these HODs said that through staff development educators can learn and improve their skills and their knowledge and further, share ideas and assist one another in coping with these changes.

Some of the HODs expressed the view that staff development is necessary in order to motivate and improve the confidence of educators. Some HODs said that staff development is essential for new educators because they do not know what to do when they arrive and how the school operates.

Responses were:

"It is a mechanism of finding out whether an educator is progressing, that is the most important aspect to see whether you are going forward or you are stagnant."

"I think it is imperative and we can't do without it."

"Definitely yes, because no one knows everything, even the headmaster can learn something from somebody. No one will ever be fully developed. We are in the changing world, the education is changing by the minute and so, you must keep track with it, you must develop with the system."

"It is very necessary because educators will be learning new information which they didn't have."

Question 5: "What role should the HOD play in the planning and implementation (management) of staff development?"

Most HODs expressed the view that the HOD should play a significant role in the

planning and implementation of staff development in the school and in their respective departments in the school. Most of them said that the HOD should be responsible for drafting a year plan for staff development, facilitate staff development activities, give guidance and assistance in the implementation of staff development in the schools.

Some of the HODs were of the opinion that HODs should organise new information for educators, make sure that staff development is properly implemented by checking its progress, organise departmental meetings, involve all staff in the planning and implementation of staff development and ensure that staff development is evaluated in the end, and provide feedback.

A small number of HODs expressed the view that the planning and implementation of staff development should be the responsibility of the principal.

Some of the responses were:

"My main role are the three educators I am in charge of, I have to do class visits with them."

"Facilitation is one, and giving direction and assistance, coming up with new information and to see to it that there is feedback, positive feedback."

"Every day we are busy, especially with the new educators, developing them as educators because there are a lot of things they really don't know."

"I have to see to it that new information is disseminated to educators."

"The role that I play is very crucial because really, if I am a HOD, then obviously I have to play a leading role. If I do not play an active role, organising and making it a point that we make staff development necessary, educators will not

see the importance of improving themselves.”

“My role would be to write notices of meetings in which we are going to talk with one another in my department regarding new information and also whatever methods we can use to improve the skills of educators.”

Question 6 : “What kind of staff development opportunities do you currently have access to?”

Most of the HODs said that they hold staff and subject/departmental meetings in their schools. They said that they also do class visits for educators in the school in order to develop and improve the performance of educators. Further, there are a variety of workshops organised and offered by the Department of Education which are attended by educators.

Some HODs however said that they also have induction programmes for new educators in order to familiarise them with their job and the school environment. One of these HODs said that they also invite experts from outside to conduct workshops for educators in their school while another said that they organise learning area meetings with other schools.

Responses were:

“Educators that experience problems with discipline are required to go into experienced educators’ classrooms to observe how discipline is carried out.”

“There are subject meetings which have to happen each term where you discuss problems in your department.”

“Normally, I hold a HOD and educators meeting and secondly, departmental meetings and even emergency meetings.”

"We encourage specialists to come down to our school so as to capacitate educators in sectors we cannot reach."

"I usually organise meetings once in a quarter but, usually in the first quarter, there will be two."

"We do have class visits which involve peer teacher and also an HOD and a person becomes empowered, and we are able to come up with ways in which we can improve teaching."

Question 7 : "What kind of staff development opportunities do you think are needed by staff?"

Most HODs said that they do not know what kind of opportunities are needed by staff in their schools. Some on the contrary, felt that they need more workshops on planning, goal setting, organising and handling discipline in their schools.

A small number of HODs said that they need computer literacy and induction programmes for staff in their schools.

Some responses were:

"I think we are up to standard."

"If maybe we can have a person who will empower us regarding computers because we still have some of the educators who are computer illiterate."

"We need to organise our own workshops internally."

"At this stage there are many workshops that the department is offering so, I don't think anyone at this stage feel that they are underdeveloped. Everyone at

this stage feels that it is too much.”

Question 7 : “How is the success of staff development opportunities monitored and evaluated in your school?”

Most of the HODs said that staff development is not monitored and evaluated in their schools, so they do not know how it is monitored and evaluated.

Few HODs however, said that they use class visits to determine the impact of staff development on educators. One of these HODs said they also use staff meetings to evaluate staff development.

Responses were:

“No, they are not evaluated.”

“From the first stages of the IQMS, class visits are expected so as to monitor whether the educator has developed in the aspects in which s/he was lacking previously.”

“We have forms, we look at how the task was done, we rectify any mistakes. If there are mistakes you go back to the people and tell them that it was not done correctly.”

“Because we have not yet made staff development a formal thing, we have not yet formalised it in the sense that we haven’t yet drafted an evaluation procedure.”

“Yes, we do evaluate, if the staff get together at the end of a session, we evaluate and assess what has been done, what has lacked or how are we going to improve what did not work.”

3.5.2.3 Educators' responses during the interview

Question 1 : "Does your school have a staff development policy or procedure?"

Most educators said that there is no written policy for staff development in their schools. Some said that they did not even know whether it existed in their schools or not.

It was only a small number of educators who said that they do have a written policy for staff development in their school.

Responses were:

"Yes, we have a policy."

"Yes, we do a lot of staff development in our school."

"Yes, it is typed."

"No, we don't have such a policy."

"We don't know about that one, no."

Question 2 : "Who drafted the policy/update this policy in your school?"

Most of the educators said that no one drafted a staff development policy in their school. Some of these educators said it was not drafted because they use the IQMS document in the school. Some educators however, said they do not know who drafted it.

Few of the educators said a policy for staff development was drafted by the principal and members of the SMT.

Some of the responses were:

"I think it is the principal and the SMT."

"The whole staff."

"No one drafted it."

"We are not sure."

Question 3 : "Who do you think should be involved in the drafting of such a policy?"

Most educators had the feeling that all members of staff should be involved in the drafting of such policy so that everybody can be able to contribute their ideas. Some of these educators said that everyone should be involved especially educators because they are usually not involved when most of the decisions are made in their schools.

Some educators on the other hand, were of the opinion that members of the SMT should be responsible for drafting such a policy.

Responses were:

"I think all the stakeholders."

"I think everybody's opinion should be considered in the drafting of such a policy."

“We as educators should be involved so that we can be heard and say what we are feeling.”

“All those who are the members of staff must be involved in drafting a policy for staff development because people have different views.”

Question 4 : “Is staff development really necessary? Explain your answer”.

Most of the educators said it is necessary because of the introduction of the new policies and the new curriculum in education. They said that it is important therefore that educators should improve their knowledge and acquire new skills by attending meetings and workshops inside and outside the school. Some of these educators further said that it is important because of the changing technology. Some educators however, were of the opinion that staff development is essential in order to help educators with teaching methods in various learning areas and classroom management.

Some of the educators expressed the view that staff development is needed for personal growth and staff motivation. Some on the other hand said it is necessary in order to assist educators with their weaknesses and for educators to learn new things.

Some educators said staff development is necessary in order to help new educators in the school with teaching methods, classroom management and how to handle a register.

Responses were in the line of:

“Ja, it is really necessary. I think as an educator I must continuously learn more about the new developments.”

“Yes, like me as a new educator, or a younger educator or someone who has not been into teaching that long, can learn from the older educators.”

“It equips educators with the necessary skills.”

“It is necessary to motivate educators so that whenever they execute their teaching, they are motivated.”

“We are living in the new South Africa now and everything is changing so we have got to be up to date with whatever is happening.”

Question 5: “What role should the HOD play in the planning and implementation (management) of staff development?”

Most of the educators were of the opinion that educators should be involved when staff development opportunities are planned and implemented in the school because they are the ones that are being developed. Some of them said that if staff development is planned by the principal, he may not know what everybody wants in the school because educators have different needs.

Some of the educators said that in their school they meet every Tuesday with the SMT for the purpose of developing educators to discuss the needs of educators and the topics in those meetings are decided by educators.

Some educators said that they are responsible for various committees in their schools such as cultural committees, sports and exam committees where they are allowed to plan, organise and implement activities. They felt that in a committee educators can be able to participate in planning and implementation of staff development.

A small number of educators however, expressed the view that it should be the

role of the principal and the SMT, not of educators to plan and implement staff development in the school.

Responses were:

“We are actually not directly involved the planning, the SMT does it.”

“We as educators, we do not get that much attention, we are not involved.”

“At this moment no, because I have only been here for two years. The older guys who have been here a long time do the planning.”

“Educators only take part in committees.”

“Educators are sidelined in terms of planning and organising.”

Question 6 : “What kind of staff development opportunities do you currently have access to?”

Most of the educators said that they have access to staff and subject meetings within the school. Further, they attend various courses which are conducted by the Department of Education outside of the school which are compulsory.

Some of the educators however, said that workshops are organised by the principal and the SMT as part of staff development in their school to discuss things like time management, discipline, goal setting. Some educators on the other hand said that they have a computer lab and a science lab in their school which educators use to develop themselves.

Some of the responses were”

“We have a computer centre and as we speak now, I am able to use the computer but before, I could not use it.”

“Up to so far we haven’t had a single meeting or departmental meeting.”

“I did not have enough information about OBE so, since I attended those cluster meetings, I am proud to say that I am beginning to understand what it is all about.”

“Workshops are organised by the Department of Education for various learning areas.”

Question 7 : “How is the success of staff development opportunities monitored and evaluated in your school?”

Most of the educators had difficulty responding to this question. Most of them said they were not sure what kind of staff development opportunities are needed by staff in their schools. It became evident to the researcher that though there are not enough opportunities in schools educators still do not know what they need.

A small number of educators felt that they needed computer literacy programmes and workshops on how to handle discipline in their schools.

Responses were:

“We need computer literacy, a computer helps you a lot with your work.”

“We need more workshops on discipline.”

“We need more workshops in our school in order to empower us.”

“We need to develop our skills to do the different kinds of assessment which will be implemented in the FET phase and we don’t have that at the moment.”

Question 8 : “How is the success of staff development opportunities monitored and evaluated in your school?”

Most educators said that staff development opportunities are not monitored and evaluated, so they do not know how they are evaluated. Some of the educators said that they were not sure whether opportunities were evaluated or not.

A small number of educators on the other hand, said that observations and peer review are used to evaluate the success of opportunities in their school.

Responses were in the line of:

“When I have a classroom visit, then the people who visit me will sit until my period is over, then we arrange time whereby I am going to be given feedback about where I went wrong.”

“Staff development is not monitored and evaluated here.”

“Since we do not have a policy, it is gonna be difficult to evaluate it.”

3.6 CONCLUSION

The findings from the interviews reveal that staff development is not practised and properly managed in secondary schools in the Lejweleputswa area. In most of the schools there is no policy and not enough opportunities for staff development. Staff development is also not monitored and evaluated.

It is clear from the interviews that those in management must be exposed to staff development and now it should be planned, implemented and evaluated in schools. Staff development is necessary in the school so as to develop staff potential in order to increase the quality of learning of learners.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 INTRODUCTION

This part deals with the findings and recommendations of the study. In this section recommendations regarding how staff development should be practised in schools are indicated. The conclusions devote the discussion around the literature study. This research is qualitative in nature (cf.3.2). Data collection was done by means of interviews (cf.3.3.1).

4.2 DISCUSSION OF FINDINGS

The findings are discussed in two-fold. Findings on the literature study will be discussed first and the findings on the interviews with the principals, HODs and educators will then follow.

4.2.1 Findings from the literature study

- Schools with effective planning as well as coherent policy for staff development are likely to be learning schools in that they are likely to be developing both as institutions and in terms of the individuals within them (cf.2.2.1).
- The planning of staff development programmes should begin with the identification of the needs of staff (cf.2.2.1). Needs identification and prioritisation are the foundation stones of an effective staff development (cf.2.2.1.1).

- Staff development aims and objectives should be formulated in order to validate them against the needs they are intended to serve and guide the selection of activities. These development objectives like all instructional objectives must communicate intended outcomes (cf.2.2.1.2).
- Any realistic plan for staff development must take the level of resources to support that plan. If staff development is important to the school, it must be provided for in the annual budget (cf.2.2.1.6).
- The principal must be the primary staff developer. Even when a school has a staff development committee, the principal has overall responsibility for ensuring the quality of access for staff, and that such activities meet the identified needs of individuals and the goals of the school. It is the responsibility of the principal to implement staff development in the school by means of utilising senior educators and HODs as staff development providers (cf.2.2.1.5).
- Different activities should be used in schools in order to present educators with a wide variety of options and opportunities to enhance their professional knowledge and skills. Different techniques will meet different needs (cf.2.2.1.4).
- The process of staff development must be monitored at all times to see if objectives are being met. Through monitoring, problems can be detected and rectified (cf.2.4.1).
- The staff development programme must be evaluated to determine the extent to which the developmental outcomes have been attained. Good evaluations of professional development are the result of thoughtful planning, the ability to ask good questions, and a basic understanding about how to find valid answers (cf.2.4.2).

4.2.2 Interviews with principals

Interviews with principals lead the researcher to draw the following conclusions:

- there is no written staff development policy or procedure in the schools(cf.3.5.2.1);
- no one was responsible for drafting a policy, as it does not even exist (cf.3.5.2.1);
- all staff members should be involved in the drafting a staff development policy (cf.3.5.2.1);
- staff development is necessary in order to develop the skills and increase the knowledge of staff (cf.3.5.2.1);
- the principal should play a vital role in the planning and implementation of staff development. He has to plan, organise, control and execute staff development (cf.3.5.2.1);
- there is lack of opportunities for staff development in the school and more opportunities are needed (cf.3.5.2.1);
- opportunities for staff development are not monitored and evaluated in schools (cf.3.5.2.1).

4.2.3 Interviews with HODs

Interviews with HODs lead the researcher to draw the following conclusions:

- a policy for staff development exists in the schools (cf.3.5.2.2);

- all members of staff should be involved when a policy for staff development is drafted (cf.3.5.2.2);
- staff development is essential in schools so as to improve the skills and knowledge of staff (cf.3.5.2.2);
- the HODs must play a significant role in the planning and implementation of staff development both in the school as whole and in their respective departments (cf.3.5.2.2);
- not enough opportunities are available for staff and more opportunities should be created (cf.3.5.2.2);
- staff development opportunities are not monitored and evaluated in schools (cf.3.5.2.2).

4.2.4 Interviews with educators

Interviews with educators lead the researcher to draw the following conclusions:

- a staff development policy or procedure does not exist in the schools (cf.3.5.2.3);
- a staff development policy was not drafted (cf.3.5.2.3);
- all staff must be involved in the drafting of a policy for staff development (cf.3.5.2.3);
- staff development is necessary in the school for staff to improve their knowledge and acquire new skills (cf.3.5.2.3);

- educators should be involved in the planning and implementation of staff development, as they are the ones who are affected by the development (cf.3.5.2.3);
- opportunities for staff development are not sufficient in the schools and more opportunities are needed by staff (cf.3.5.2.3);
- opportunities for staff development are not monitored and evaluated (cf.3.5.2.3).

4.3 RECOMMENDATIONS

The recommendations are discussed against the background of information obtained from literature study and the data collected through interviews.

- A policy for staff development should be formulated. All planning of staff development activities in schools should be based and directed by this policy.
- The needs of staff should be identified and assessed before staff development can be implemented. These needs should be prioritised in relation to goals of the school and available resources.
- Objectives for staff development that relate to the needs should be formulated.
- A budget for staff development should be drawn. The principal, the governing body including the staff development committee should draw a staff development budget which should be part of the schools' annual budget. This budget should be based on a review of all staff requests

before any decision is made. The activities for staff development should be listed and funds allocated accordingly.

- The principal should play a leading role in facilitating the process of staff development. A staff development committee representative of management, teaching and non-teaching staff should be established so that all staff can have access to the staff development plan, implementation and evaluation.
- Different methods of delivering staff development should be used in schools in order to provide staff with a variety of options and opportunities.
- Staff development should be observed and monitored throughout the process to measure the progress of the programme.
- Staff development should be evaluated in the end in order to determine its strong and weak points.

4.4 CONCLUSION

It is evident from this study that staff development is necessary in schools. Schools will not improve unless staff within them improve. School improvement depends on a staff development policy which is based on the needs of staff. Staff development planning should begin with the identification and assessment of the needs of those who will be involved. It is important therefore, that staff be involved in the planning of staff development so that highly efficient staff development activities are designed in schools.

Staff development should be evaluated in the end to determine the impact of activities on the performance of staff and the quality of learning of learners.

Schools should therefore, have a system of evaluation and feedback that is known and acceptable to participants to determine if positive change or improvement has occurred.

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APPENDIX A

INTERVIEW QUESTIONS

- 1 Does your school have a staff development policy or procedure?
- 2 Who drafted the policy/update this policy in your school?
- 3 Who do you think should be involved in the drafting of such a policy?
- 4 Is staff development really necessary? Explain your answer.
- 5 What role should the principal, HODs and educators respectively play in the planning and implementation (management) of staff development?
- 6 What kind of staff development opportunities do you currently have access to?
- 7 What kind of staff development opportunities do you think are needed by staff?
- 8 How is the success of staff development opportunities monitored and evaluated in your school?

APPENDIX B

P O Box 40319
MOTSETHABONG
9463

27 July 2005

Mr W B van Rooyen
Head : Education
Private Bag X20565
BLOEMFONTEIN
9300

Dear Sir

RE : REQUEST TO CONDUCT A RESEARCH IN SCHOOLS

In 2000 I was a registered MEd student at the University of the Free State and I was given permission to conduct a research in Welkom schools. Unfortunately, I terminated my studies before completing the research.

This year I am a student at the Central University of Technology doing a MEd mini-dissertation and I hereby request permission to conduct a research in the Lejweleputswa schools. The topic of my research is still STAFF DEVELOPMENT.

My reference number is 16/4/1/61-2000

Yours faithfully

MR L D THOBI

APPENDIX C

LETTER OF REGISTRATION, FREE STATE EDUCATION DEPARTMENT



Enquiries : Ms. Gaborone MMA
Reference no. : 16/4/1/61-2005

Tel : (051) 404 8658
Fax : (051) 447 7318

2005-08-29

Mr. L.D. Thobi
P.O. Box 40319
Motsethabong
9463

Dear Mr. Thobi

REGISTRATION OF RESEARCH PROJECT

1. This letter is in reply to your application for the registration of your research project.
2. Research topic: **An analysis of staff development in the Lejweleputswa area.**
3. Your research project has been registered with the Free State Education Department and you may conduct research in the Free State Department of Education under the following conditions:
 - 3.1 Educators and learners, participate voluntarily in the project.
 - 3.2 The names of all schools, educators, and learners involved remain confidential.
 - 3.3 The questionnaires are completed and the interviews are conducted outside normal tuition time.
 - 3.4 This letter is shown to all participating persons.
 - 3.5 A list of schools to be visited be submitted.
4. You are requested to donate a report on this study to the Free State Department of Education. It will be placed in the Education Library, Bloemfontein. It will be appreciated if you would also bring a summary of the report on a computer disc, so that it may be placed on the website of the Department.
5. Once your project is complete, you may be invited to present your findings to the relevant persons in the FS Department of Education. This will increase the possibility of implementing your findings wherever possible.
6. You are requested to confirm acceptance of the above conditions in writing to:

The Head: Education, for attention: DIRECTOR : QUALITY ASSURANCE
Room 138, Syfrets Building
Private Bag X20565, BLOEMFONTEIN. 9301

We wish you every success with your research.

Yours sincerely



ADO MOLOABI
ACTING DIRECTOR : QUALITY ASSURANCE

P O Box 40319
MOTSETHABONG
9463

18 August 2005

The Principal
.....
.....

Dear Sir/Madam

RE : REQUEST TO CONDUCT RESEARCH

I hereby make a request to conduct a research in your school. I am a MED student at the Central University of Technology, Free State (Welkom Campus) and the subject of my research is: STAFF DEVELOPMENT.

There is a great concern today about performance levels of learners with regard to their participation and commitment in the learning process. It has to be established therefore whether lack of staff support could not have contributed to the problem. If it is so, a staff development programme is necessary in order to increase the quality of learning of learners by the development of teaching skills and competencies of staff.

The research will be conducted in the form of interviews to you, the principal, 1 HOD and 3 educators who will be interviewed together. Only three interviews will be conducted in the school. Through your permission, I would like to start with the research from the 5th until the 9th of September. The time to be spent on each interview will be 20 - 25 minutes. These interviews will be conducted during school hours and/or after school if it is not possible during school hours.

I would appreciate it if you can allow me to conduct this important research.

Yours faithfully

LD THOBI